**EDCI 5444: Teaching Adolescent Readers**

**CRN:** 92537

**Fall Semester, 2012**

**Class wiki:** [**http://VTteachingYAL2012@wikispaces.com/**](http://VTteachingYAL2012@wikispaces.com/)

**Additional Websites:** <http://www.ala.org/yalsa/booklistsawards/booklistsbook> **and** <http://www.ncte.org> **and** <http://www.vate.org> **and** <http://www.englishcompanion.ning.com/>  **and** <http://www.doe.virginia.gov/testing/index.shtml>

“Literature provides the reader with a mirror to examine oneself, a window to consider alternate experiences and beliefs, and a door to walk through forever changed.” – Fisher, D. & Ivey, G. (2007).

**Instructor:** Katie Dredger, [kdredger@vt.edu](mailto:kdredger@vt.edu) **Class Time:** W 1 – 3:50 p.m.

**Office:** 303 War Memorial Hall, upon request **Location:** 220 L War Memorial Hall

**G.A.:** Jenny Martin, [martinje@vt.edu](mailto:martinje@vt.edu) **Credit Hours:** 3

**Office:** 301 War Memorial Hall, Office hours: Tuesdays, 4-6 p.m.

**Required Texts:**

Bushman, J.H. and Haas, K.P. (2006). *Using young adult literature in the English classroom (4th ed.)*. Upper Saddle River, NJ: Pearson Education, Inc.

ISBN: 0-13-171093-1

Beers, K. (2003). *When kids can’t read: What teachers can do*. Portsmouth, NH: Heinemann.

ISBN: 0-86709-519-9

Palacio, R.J. (2012). *Wonder.* New York, NY: Random House.

ISBN: 978-0-375-96902-7

EC Ning book club fall (pending) *Teaching ya lit through differentiated instruction* (2010)

**For thematic unit on Love and Sexuality**

**Choice of:**

*Dreamland* (Dessen, 2000) (high range)

-or-

*Speak* (Andersen, 1999) (middle range)

-or-

*The True Meaning of Cleavage* (Frederich, 2003) (low range)

**Choice of:**

Miller, D. (2009). *The book whisperer: Awakening the inner reader in every child.* San Francisco, CA: Jossey-Bass.

ISBN: 978-0-470-37227-2

-or-

Daniels, H. & Steineke. (2004). *Minilessons for literature circles.* Portsmouth, NH*:* Heinemann.

ISBN: 0-325-00702-0

-or-

Tatum, A.W. (2009). *Reading for their Life: Rebuilding the Textual Lineages of African American Adolescent Males.* Portsmouth, NH: Heinemann.

ISBN: 0-325-02679-3

**Course Description:**

Examination of active reading processes, instructional strategies, and appropriate adolescent literature for teaching both the developmental and the remedial reader in secondary language arts.

**Course Objectives:**

Within the context of the course, students will:

1. synthesize knowledge of adolescent development with themes of young adult literature in order to examine the question: How can we use literature to create vicarious and cathartic experiences for readers?
2. apply reader-response literary analysis to young adult literature to gain skills in critical and analytical analysis of any literary selection.
3. critique an author’s use of literary qualities (i.e. plot, characters, setting, theme, point of view, style, etc.) to determine the effectiveness of a literary work to reach at-risk readers.
4. identify young adult literature which can be used as stand-alone works or companions to classic literature to be used with developing reading and writing skills of adolescent readers.
5. evaluate the quality of authenticity of a young adult literature selection in relationship to adolescents’ needs, interests, and literary skills.
6. identify young adult selections which represent a diverse American society.
7. plan structured, differentiated, original lessons with reference to the National Council of Teachers of English standards and Commonwealth of Virginia’s Standards of Learning for English/Language Arts.
8. evaluate and experiment with multiple strategies and a range of content materials and texts, both traditional and alternative, and both explicitly and in the context of writing instruction, in order to move toward the goal of reaching *all* students.
9. apply research-based literacy strategies to instructional tasks, activities, and/or lessons.
10. plan and assess responsively, recognizing the social justice implications of the power structures that are inherent in literature instruction, with consideration for the ELL student, those of non-dominate societal groups, and with sensitivity to the changing needs of the 21st century learner.
11. use multimodal composition and communication technologies to facilitate reflection and instruction.
12. evaluate various methods of reading assessments.
13. develop and verbalize a philosophy in the teaching of literature in order to reflect on and defend their practice.

In addition, teacher education candidates who successfully complete this course should have the ability to:

1. identify significant works of young adult literature around central themes in relationship to content areas (i.e. science, social studies) that are developmentally appropriate as to the students’ interests, reading abilities, and strong links to critical thinking and content proficiency.
2. develop constructivist environments of reader-response theory as a means of enhancing reading within content-area environments.
3. utilize major components of reader-response theory as a means of enhancing reading within content-area environments.
4. establish framework for enhancing an adolescent’s literature abilities (reading, writing, speaking, vocabulary, etc.) through the integration of young adult literature.

All students are required to be members of NCTE (subscription to *English Journal* highly encouraged), VT-VATE, and *The English Companion* *Ning*.

**Course Expectations:**

* Students will participate fully by attending all classes, completing all readings and assignments, and by engaging in small and large group discussions and activities around the readings.
* Computer and other electronic devices are to be used only for contributing to current class activities.
* Students will be expected to attend all classes, lectures, and forums. Students will be expected to participate in discussions during these times. **All** absences will deduct 3% from your final grade. Attendance is necessary as students will be involved in activities and assignments that contribute to the development of the goals of the course. If you cannot avoid missing a class, you are still responsible for submitting work when due and for keeping up with assignments and readings. In the event of an absence, students are to notify the instructor and make arrangements to submit assignments and gather materials from the missed class. For each absence, 50% from the day’s assignment may be deducted.
* Students are expected to arrive to class on time and prepared for all class sessions. Preparation includes completion of reading assignments in advance of class sessions and active participation in discussion and activities. Students are responsible for all assigned work and materials covered in class unless otherwise noted.
* Attendance is necessary as students will be involved in activities and assignments that contribute to the development of the goals of the course. If you cannot avoid missing a class, you are still responsible for submitting work when due and for keeping up with assignments and readings. In the event of an absence, students are to notify the instructor and make arrangements to submit assignments and gather materials from the missed class. For each absence, 50% from the day’s assignment may be deducted.
* All written work is to be double-spaced, 12 pt. font, word processed, with 1” margins and left-justified, black-ink, numbered and stapled pages. Follow current APA guidelines. In fairness to others, if a paper is submitted that exceeds the specified page limit, I will not read beyond the maximum number of pages.
* Changes in this syllabus may be made to meet the academic objectives or in the case of unanticipated events. Any changes made will be announced in class.
* Assignments submitted late will be penalized one grade letter for each day that they are late.
* Discussions about individual work should be conducted after class or during an office meeting rather than at the beginning of class or during class.
* I consider the benchmark for success in the course to be a B in all assignments. Students should consider redoing any work that falls below this level (obviously this is harder to do with assignments late in the semester). Please make a point of coming by during office hours to clarify issues of concern. You can also email me with questions- please note that often I will respond to the whole class with the answer if the question is pertinent to everyone.

**Course Requirements & Assignments:**

1. **Professional Reading Response Blog (20% of grade/20 points)**

Two blog posts are due by Friday of each week in response to the choice readings and classmates’ posts. Vary your responses: discussing YAL books, choice professional text, and *EJ* articles. The idea is to summarize and synthesize your learning and questions related to the reading.

Using the wordpress blog, vary the way in which you respond to your readings:

1. Beyond written response, posts may include **an image** synthesizing your understanding/meaning making of the text, a question, an understanding, etc. emerging from your reading. Unpack the image with 2-3 sentences. Keep this brief – allow the image to do some of the communicating. Or try a vlog, podcast, or link to another informational spot related to your response. (5 points)
2. One post each week must be a response to others. (5 points)
3. One time during the semester you will post a book review for a YAL text on a site (goodreads, amazon, etc…) and link the review to your blog. (5 points)
4. If we are able to join the EC book club, you are required to post and respond on the Ning. (5 points)
5. **Braided Essay with Multimedia Product (10%/ 5 points each)**

The braided essay involves the repetition of an idea. For example, one student’s braided essay involved pulling out meaningful quotations from literature, and she braided her essay around those quotations. No matter how the repeated idea is handled, the repetition is “braided” into the essay- and at the same time set apart. The two different parts, the essay and the repeated idea are woven together so that they flow.

Derived from the lyric essay, the braided essay offers an interesting way to collaborate and respond to young adult literature. Since this essay form is based off the lyric essay, the option of the musical addition through a multimedia product is natural segue. Using digital literacy to compose a multimedia product encourages planning for oral presentation and livens up the “book commercial” that Donalyn Miller suggests in *The Book Whisperer* for middle and high school students. This product will be what Sara Kajder refers to as a “book trailer.” This braided, collaborative essay, written in response to young adult literature, and followed by the multimedia composition serves to share the readers’ experience and elicit voice, an important component in the production of both written and digital composition and reader response.

1. **Differentiated Reading Products (45% of grade/breakdown of points below)**

The *goal* is to read 16 young adult novels and books pertaining to YAL of varying genres and thematic strands during the course and expose each other to a plethora of YAL. (A book over 350 pages = two books.)

* + 1. **Independent reading plan (10 points)**

Table that includes: title; author; genre & thematic strand; notes (include suggested grade, # pp., & other notes); 5 book products (when applicable) note content, process, & product.

* + 1. **Books to Read List (5 points)**

Each student begins the habit of maintaining a running “shopping” list of books s/he would like to read in the future.

* + 1. **5 Product Choices (5 points each)**

In a variety of different collaborative group and independent options, students will create reading assessments with rubrics and one exemplar product.

* ALL PRODUCTS must be for the purpose of assessing student deep comprehension of the text.
* All must have a grading rubric attached.
* All product choices must be different from one another in composition and technology used. I.e. each product should have a different content choice, process choice, and product choice.

***Content choices (must fit the weekly theme):*** essay; poetry; drama; short story; graphic novel; tough content (drugs, violence, sexual content, etc.); squeaky clean (no drugs, violence, sexual content, etc.); living author, female author, multicultural author, corresponding film, classic, currently being taught in your field school, high-interest with low-readability.

***Process choices:*** independent read, group of 2-4, digital read, audio read, recommended by an adolescent

***Product choices:*** visually artistic (words allowed), musical, an AP open response essay test, a dramatic presentation, a book trailer, a podcasted position piece or review, a dramatic presentation (taped either in class or out), creation of an electronic resource

* + 1. **Final “books read” table (5 points)**

Table that includes: title; author; genre; notes (include suggested grade, # pp., & other notes); book commercial/book product (note content, process, & product if doing a product).

**4. Mini-Lessons, Reflections (10 % of grade)**

Students will write 2 mini-lesson plans (15 minutes each) on a selection from literature, using the lesson plan template. The lesson includes instruction and assessment of a language arts skill that can be taught through literature. You will write the lesson plan; teach the lesson to our class, and write a one page reflection on the process. Collaborative learning and visual elements are required to share enduring understandings from your chosen text.

**5. Real World Readers (10% of grade)**

This semester we will have the opportunity to work with real world students. You will spend 10 hours working with students on poetry in a classroom out of this area on their classroom wiki. More details will follow.

**6. Final Exam (5% of grade)**

Open book short answer and essay that applies our study of YAL.

Grading Policy:

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A+ | 100-98 |
| A | 97-94 |
| A- | 93-91 |
| B+ | 90-88 |
| B | 87-81 |
| C+ | 80-78 |
| C | 77-71 |
| Lower scores are unacceptable and will warrant an immediate conference with Dr. Dredger. | |

Please note: All individual assignments must be completed. **Failure to complete a specific assignment will result in an F for the class**. Incompletes will only be given for exceptional circumstances.

**Relevant Professional Standards Met by This Course:**

**NCTE/NCATE Program Standards**

Standard 2: Through modeling, advisement, instruction, field experiences, assessment of performance, and involvement in professional organizations, candidates adopt and strengthen professional attitudes needed by English/Language Arts teachers.

Standard 3.1: Candidates demonstrate knowledge of, and skills in the use of, the English language.

Standard 3.2: Candidates demonstrate knowledge of the practices of oral, visual and written literacy.

Standard 3.3: Candidates demonstrate their knowledge of reading processes.

Standard 3.5: Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

Standard 3.6: Candidates demonstrate knowledge of the range and influence of print and nonprint media and technology in contemporary culture.

Standard 3.7: Candidates demonstrate knowledge of research theory and findings in English/Language Arts.

Standard 4: Candidates acquire and demonstrate the dispositions and skills needed to integrate their knowledge of English/Language Arts, students, and teaching.

Standard 4.4: Candidates create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender, and ability.

Standard 4.10A: Candidates integrate assessment consistently into instruction by using a variety of formal and informal assessment activities and instruments to evaluate processes and products.

Standard 4.10B: Candidates integrate assessment consistently into instruction by creating regular opportunities to use a variety of ways to interpret and report assessment methods and results to students, parents, administrators, and other audiences.

**NCTE/NCATE Program Standards Addressed**

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **2** | **3.2** | **3.3** | **3.5** | **3.6** | **3.7** | **4** |
| **Reading Blog Responses** |  |  | 3.3.1 |  |  | 3.7.2 | 4.10 |
| **Braided Essay with Multimedia product** | 2.5; 2.6 | 3.2.1  3.2.2  3.2.4  3.2.5 |  |  | 3.6.1  3.6.2  3.6.3 |  | 4.4 |
| **Differentiated Projects** | 2.5; 2.6 | 3.2.1  3.2.2  3.2.4  3.2.5 |  |  | 3.6.1  3.6.2  3.6.3 |  |  |
| **Mini-Lesson Plans** | 2.2; 2.3; 2.4 | 3.2.4 | 3.3.2  3.3.3 | 3.5.1;3.5.2 3.5.3 |  |  | 4.1  4.2  4.8  4.9  4.10 |
| **Real World Readers** | 2 | 3.1 |  |  |  | 3.7 |  |

Schedule:

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| --- | --- | --- | --- |
|  | In Class | To Do: | Submissions (due at start of class unless otherwise noted) |
| 8/29 | Community Building, Goals & Syllabus Review, Partners for Braided Essay (BE) Multimedia Product | Beers, Chapters 1-2  Bushman & Haas, Chapter 1  Whole class novel, R.J. Palacio, *Wonder* & pattern notes | Blogs by Friday at 5 p.m. |
| 9/5 | Adolescent Reading Needs & Creating Independent Readers  Collaborative Essay Writing  Theme: Friendship | Beers, Chapters 3-4  Bushman & Haas, Chapter 2  Read Coming-of-Age text | Independent Reading Plan  Blogs by Friday at 5 p.m. |
| 9/12 | Dependent readers’ needs, comprehension, Evaluating YAL  Theme: Coming of Age  BE Multimedia Product design | Beers, Chapters 5-6  Bushman & Haas, Chapter 3  Read Realistic Fiction text  Complete BE Mulitmedia Product | Blogs by Friday at 5 p.m. |
| 9/19 | Inferences, Prereading Strategies, Reader Response to Begin  Genre: Realistic Fiction  Sharing of Braided Collaborative | Beers, Chapters 7-8  Bushman & Haas, Chapter 7  Read Classic Pairing text | Blogs by Friday at 5 p.m.  Product 1 sharing |
| 9/26 | During & After reading strategies, YAL & the Classics  Topic: Classic Pairing  Literature Circle 1 | Beers, Chapters 9-10  Bushman & Haas, Chapter 4  Read Fantasy/Utopia text | Blogs by Friday at 5 p.m. |
| 10/3 | Reading-Writing Connection  Vocabulary, Fluency, & Automaticity  Genre: Fantasy/Utopia | Beers, Chapters 11-12  Bushman & Haas, Chapter 5  Read Historical Fiction text | Blogs by Friday at 5 p.m.  Deadline for Product 2 sharing |
| 10/10 | Word recognition, spelling, the language connection  Genre: Historical Fiction  Conferences | Beers, Chapters 13-end  Bushman & Haas, Chapter 6  Read Love and Sexuality text (choice of three – see required texts) | Blogs by Friday at 5 p.m. |
| 10/17 | Organizing the literature  Mini-lessons  Theme: Love and Sexuality | Bushman & Haas, Chapter 8  Read Multicultural Perspectives text  Prepare mini-lesson | Blogs by Friday at 5 p.m.  Deadline for Product 3 sharing |
| 10/24 | Diversity in YAL  Theme: Multicultural Perspectives  Lesson Presentations 1 | Bushman & Haas, Chapter 9  EC Ning book, Chapter 1,2  Read Biography, Autobiography, or Memoir text  Prepare mini-lesson | Blogs by Friday at 5 p.m.  Submit lesson plan  Lesson reflection due by Friday at 5 p.m. |
| 10/31 | Media & YAL  Genres: Biography, Autobiography & Memoir | Bushman & Haas, Chapter 10  EC Ning, Chapter 3, 4  Theme: Government Control  Prepare mini-lesson | Blogs by Friday at 5 p.m. |
| 11/7 | Censorship Issues  Theme: Government Control  Literature Circle 2 | Bushman & Haas, Chapter 11  EC Ning, Chapter 4,5  Read Poetry text  Prepare mini-lesson | Blogs by Friday at 5 p.m. |
| 11/14 | History of YAL  Genre: Poetry  Lesson Presentation 2 (video-taped) | EC Ning book, Chapters 5 & 6  Find one article pertaining to YAL from *English Journal*. Upload article and short reflection to your blog.  Read Survival and Mystery text | Blogs by Friday at 5 p.m.  Submit lesson plan  Lesson reflection due by Friday at 5 p.m. |
| 11/21 | **No class----------------------------Happy Thanksgiving!-----------------------------------------no class!** | | |
| 11/28 | Current Trends in teaching YAL  Theme: Survival and Mystery  Conferences | EC Ning book, Chapter 7-9, conclusion  Find two articles pertaining to YAL from *English Journal*. Upload article and short reflection to your blog.  Read graphic novel | Blogs by Friday at 5 p.m.  Deadline for Product 4 sharing |
| 12/5 | Current Trends in teaching YAL  Genre: Graphic novel  Literary Theory | Prepare for Choice Professional book talk presentation  Read Making decisions text  Write and upload Real World Readers reflection to Scholar. | Blogs by Friday at 5 p.m.  Deadline for Product 5 sharing |
| 12/12 | Using Diigo to organize and share  Theme: Making decisions  Choice professional book presentations |  | Blogs by Friday at 5 p.m.  Books to read list submitted (okay to share a link to site)  Final “books read table” due |
|  | Final exam |  |  |

“[I would be the most content if my children grew up to be the kind of people who think decorating consists mostly of building enough bookshelves.](http://www.quotationspage.com/quote/37856.html)” -**Anna Quindlen**